



Ky Educational Interpreter Newsletter

*August 2008
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How *does* the summer go by so fast?! One reason is all the trainings for educational interpreters provided by ECU that keep both the participants and the trainers hopping! The ASL language immersions in June were a great success as new sites were introduced in order to meet the growing need in different areas of the state. These sites included Paducah, Pikeville and Elizabethtown. Corbin was slated to be an additional location, but due to unavoidable scheduling conflicts the immersion was not presented. As ECU plans for these immersions next year, they will again review the needs across the state and choose sites according to demand.

The annual ECU Summer Institute in July was also a great success. This week-long training specifically targets interpreters practicing in the P-12 arena in Kentucky. The days started out with Deaf native ASL users telling stories to provide language modeling. Afterwards, attendees would split into two groups: one focused on RID-NIC test preparation and the second on honing their interpreting skills in general.

ECU brought some of the latest computer technology – small laptop units with built in ‘webcams’ to capture videos of interpreting. One activity included groups of three recording each individual in the group interpreting, and then they went back to review the video just captured to discuss any feedback or suggestions on the work. For more information on events like these, contact Wendy Zimmerman or Gay Woloschek at (859)622-4966 or visit <http://www.interpreting.ecu.edu/workshops.php>

Finally, I commend everyone who attended for giving up valuable time during the summer months to invest in the students by making the commitment to continuous improvement in interpreting!

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Congrats to Newly Certified Interpreters!!

- Renee Montecinos, CI
- Shannon Grider, CI
- Natalie Malone, CI
- Tara Stevens, CT
- Susan Tedder, CT
- Kristen Bowen, CT
- Leslie Sams, CI

*Have you visited the website for educational interpreters?
[KDE P-12 Educational Interpreters](#)*

EKU Summer Institute

- Cynthia Long, Shelby County

Who wants to be the newbie??? I did. My first experience at ECU ITP Summer Educational Interpreter Institute exceeded my expectations. Let me explain. Before the event, I was so excited about going, but also had some concerns: food, roommates, finances, not knowing anyone, signing and voicing, leaving my family, etc. I am so glad I did not let these things get in the way of me going.



At the end of the week I left with new friends, increased knowledge of vocabulary and deaf culture, improved reception, better prepared for NIC test, 35 hours of CEUs, materials, resources and feedback to continue improving at home, and more.

So as you can see being the newbie wasn't so bad after all. I'm thankful for the opportunity to improve my skills as an interpreter. See you next year!

Licensure Law Corner

The following is a recent email from Artie Grassman, KBI Chair:

Hello Everyone!

If you have not yet received your license and you are confident that you meet the requirements for your extension, then you may work under your current license for 2007-2008 until after **the board meeting on August 20th, 2008**.

Remember, requirements are different for those who work in P-12 only and those who want to work in the Community and P-12 so review the attachments **(email Robyn if you need them)**.

We realize it is not your fault that the process has been delayed this year and we do not want to harm your possibilities for employment. Many of the school systems are requiring some type of documentation and this email should serve as sufficient documentation until August 21st by which time we should have reviewed all renewals.

For initial applications, if you are waiting on approval of your application to work and your job depends upon it, please send an email to myself or Karen Lockett and we will review it as quickly as possible.

We appreciate your understanding and are trying to do our best to work with you during this time. We do not expect a repeat of this situation in the future.

Sincerely,

Artie Grassman, Chair

Kentucky Board of Interpreters for the Deaf and Hard of Hearing

859.583.0800 (Cell-Voice and Text)

email: artierod@bellsouth.net

Address: PO Box 2135, Cadiz, KY 42211

RID Educational Interpreter Committee (EIC)

– Donna Snyder, Educational Interpreter,
Fayette County, EIC Committee Member

Much was accomplished during the recent EIC face-to-face meeting at the RID National Office. We have prepared surveys that have gone out to affiliate chapter presidents and are working on another for educational interpreters; you can look for these documents in the coming months. We have also formed a work group to revise the RID Standard



Practice Paper for Educational Interpreting. This work group consists of members from the EIC and from the member section, Interpreters in Educational and Instructional Settings (IEIS). We are very excited about this project and look forward to having it finished in time for the 2009 National RID Conference. You wouldn't think it would take so long to write a couple of pages, but oh my gosh! Writing it is the easy part, **then** it has to go to the Board, **then** to the publications department and **then** to some other committee to triple check something, something...and **then**, it will appear in VIEWS for member feedback, and **then** back to the EIC for final review and revision and **then** I think they finally let the ink dry and publish it! (Wow, being involved in big

girl stuff is much more detailed than I ever dreamed).

The committee is also in the beginning stages of drafting a letter to State Departments of Education that will simply identify RID and its purpose. The letter will also edify educational interpreters by explaining the support that they have from a national organization of over 13,000 interpreters. It is the committee's hope that the readers of this document will gain the understanding that educational interpreters are not alone, but are supported (and loved, smile) by a national body. As a side note, if you are not currently a member of RID, I would encourage you to join so that you may be privy to all that is offered by this organization. Once you are a member, I encourage you to seek out membership in the IEIS. This is a fantastic way to stay in touch with other educational interpreters and have a voice in your profession. If you are interested in the IEIS, you can contact me or Linda Kolb-Bozeman, who is not only a member, but she is the Region III representative for this member section.

Coming soon...

We are developing a “toolbox” for educational interpreters. This will be an easily accessible and informative resource that interpreters, administrators, and parents can use. And finally, at the request of the RID Board, we compared the RID Code of Professional Conduct and the EIPA Guidelines for Professional Conduct. The EIC will be making a recommendation to the Board to recognize the two documents as compatible and reflect best practices in the educational setting. YAY!

Eastern Kentucky University ITP Outreach

- Kimberly Hale, Outreach Staff

Cultural Competence - this phrase is a recent buzzword that we have heard in our field lately. We in the Outreach team did not want to leave it at that. We have been working diligently to improve our own cultural competency, that of interpreters in the state, and increase the cultural diversity found within the population of interpreters in Kentucky.

This past winter, on February 8 and 9th we held events at St. Stephen's Church in Louisville with those purposes in mind. We hosted an information session with individuals who are serving the deaf members of their church as well as Louisville community members. Our goal was to offer information in order to recruit them to the field of interpreting. We recruited two additional participants for the 3 STEP mentoring program.

On Saturday, Glendia Boon conducted a well-received workshop on cultural competency. Participants were given time to look inside themselves to identify hidden biases/prejudices and were given accurate information about a variety of cultural groups.

The Outreach team has also been working diligently with the 3 STEP mentoring program. The purpose of this program is to increase the availability of mentors to the under-served and under-represented areas of the southeastern United States. The program trains mentors and mentees in effective practices. We recruited 10 mentors and 13 mentees to participate in the first phase of the training. During the next phase of training, 3 of the mentors will go on to gain additional training in becoming meta-mentors, where they will become guides for those serving as mentors. In addition to the STEP program, this summer we have offered mentor-mentee training sessions in Danville, Pikeville, Paducah, and Elizabethtown. To date over ten mentors and over twenty mentees have received training. This training for mentees and mentors is helpful in establishing effective mentoring relationships. We plan to continue offering this training statewide through the coming year. We are in the process of selecting dates and sites to provide this training again, so if you would like it to be offered in your local area, please let us know. If you are in need of a mentor, or assistance in developing a better working relationship and/or skill development plans, keep an eye on the Outreach Events webpage (www.interpreting.eku.edu/workshops)

We have a list of trained mentors who are willing to serve interpreters across the Commonwealth, as well as meta-mentors to assist mentors in improving their skills in the process. If you are a mentor who needs a boost or a mentee who is looking for a new relationship, please contact our office. We're here to help you so that you can provide the best services possible to the Deaf and Hard of Hearing children in our state.

If you are in need of a mentor, if you and your mentor need assistance in developing a better working relationship and/or skill development plans, keep an eye on the Outreach Events webpage (www.interpreting.eku.edu/workshops)



RID Announces Degree Requirements Extension for Hearing Candidates for Certification:

One Year Extension for Associate's Degree Requirement to June 30, 2009

March 31, 2008 – Alexandria, VA – The Registry of Interpreters for the Deaf (RID) announced today it will be extending the deadline requiring an associate's degree for hearing candidates for certification from June 30, 2008 to June 30, 2009. The one year extension will enable the national office to ensure that the proper procedures are in place to handle and assess alternative pathway requests. (i.e., equivalent alternative criteria allowable in lieu of the educational requirements)

"As we faced the impending deadline for the June 30, 2008 degree requirements, it became evident that more time was needed for the national office to provide potential candidates for certification the necessary information and guidance they need to seek alternative pathways to the degree requirement," explained Clay Nettles, RID Executive Director.

Heather Trusty, Director of Certification who recently joined the national office in November 2007, added, *"There are interpreters in the field with decades of experience who do not have an associate's or bachelor's degree. Yet, these lifetime experiences may be deemed equivalent or beyond equivalent to an educational degree. We don't want to penalize these individuals by not having the alternative pathway clearly defined, which is why we sought, and were granted, an extension by the board of directors."*

A degree is not required for the written/knowledge portion of the tests. However, individuals will be required to possess a degree in order to apply and take any interview/performance sections of any test. **This extension will not impact the future deadlines established in the approved motion. (see below)**

History:

At the 2003 RID National Conference, in Chicago, IL, the membership passed a motion which established the degree requirements. The following is the text of the motion (C 2003.05) as approved at conference:

RID adopt and publicize the following schedule for when all test candidates must have a degree from an accredited institution to stand for any RID certificate: Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree. Effective June 30, 2012, Deaf candidates must have a minimum of an associate's degree. Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree. Effective June 30, 2016, Deaf candidates must have a minimum of a bachelor's degree. By June 30, 2006, the Certification Council shall establish equivalent alternative criteria allowable in lieu of the educational requirements such as one or more

of the following: Life experience, years of professional experience, and years of education (credit hours) not totaling a formal degree.

FAQs Pertaining to the Degree Requirements:

Q. I passed the written test and have five years to pass the performance test. As a candidate for certification, do I still need an associate's degree after 2009 to take the test?

A. After June 30, 2009, you will need to have the minimum of an associate's degree in order to take a performance test. If you are already certified at that time, the requirement will only apply to you if you want to take additional performance tests.

Q. If an interpreter already has NIC certification at the certified or advanced level before 2009, will he or she still need an associate's degree in order to retest for a higher level?

A. A candidate must meet all eligibility requirements at the time he or she takes an exam. Yes, the candidate will still need to have an associate's degree after June 30, 2009, to sit for additional performance tests.

Q. What is the latest I could take the written test and avoid the bachelor's degree requirement? Do I have five full years to attain certification?

A. The bachelor's degree requirement goes into effect June 30, 2012. You will not need a degree to take the written test, but you will need a degree to take a performance exam. When a candidate takes a performance test, he or she must meet all eligibility requirements. In other words, after June 30, 2009, in order to take a performance test, a candidate must still be on his or her five-year timeline and have the minimum of an associate's degree. After June 30, 2012, a candidate must still be on his or her five-year timeline and have the minimum of a bachelor's degree. Certified interpreters will need to meet the educational requirements in order to take additional performance exams.

Q. I already hold CI and CT certifications. Do I still need to have an associate's degree in order to take further tests, such as the NIC Interview and Performance test?

A. Yes, in order to take further performance exams you will need to have the minimum of an associate's degree after June 30, 2009.

Q. I am already certified. I heard there would be grandfathering for the degree requirements. Am I exempt from the requirements?

A. If you are already certified, you will not need to have a degree in order to maintain your certification. You will need to have a degree if you want to take further performance exams.

Q. Is there a substitute to holding a degree?

A. A substitute to holding a degree will be defined and clearly outlined in the alternative pathways that the national office will be researching and providing to individuals. Information regarding the alternative pathways will be released in the near future.

Fingerspelling Brain Teaser Exercises


Three important concepts in fingerspelling are context, the first and last letters, and the overall shape. Context, context, context! We hear that so often in interpreting because it is so essential to conveying a clear and accurate message so that our audience doesn't get 'left behind'. And, the same is true for fingerspelling since it will narrow the options of words we have to choose to fit in to our interpretation of the word. The next concept to apply to catching the word is to focus on the first and last letters, again narrowing our choices. Finally, looking at the shape of the word as it is produced on the hands rather than the individual letters. The shape can be defined as follows:

□ = a,e,m,n,o,s,t,x

= b,c,d,f,I,j,k,l,r,u,v,w (p,q have the rectangle to identify them, but placed lower)

= g,h,y (z is by itself)

Here's an example:

What are you going to eat for  ?

Context: a meal


First Letter: L Last Letter: H

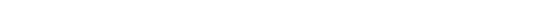
Shape: (above)


Answer: lunch

Try the following sentences to identify the words based on these three indicators.
(Answers on the last page.)

 is my favorite time of the year.

My favorite color is  .

Did you attend the EKU  this year?

I am looking forward to  this school year!

She drives a

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Sign of the Month = Significant Figures

Ahh – Chemistry and Mathematics. What fun...or not! These two subjects work hand in hand by building concepts from one to the other layer by layer. They are also considered by many people to be the most difficult, because if one doesn't come easily, then the other won't either! A reason for this is that they have a language of their own, using more than just technical terms. It has been said that math is a universal language (see <http://www.cut-the-knot.org/language/MathIsLanguage.shtml>) Binary numbers, scientific notation and significant figures (or Sig Figs) are good examples of the terms unique to these subjects. Having an in-depth understanding of these concepts and their relationship in both content areas will have a positive impact on service delivery to students. Check out http://en.wikipedia.org/wiki/Significant_figures for descriptions of the three terms mentioned about & consider ways to interpret them into ASL.

Employment Opportunities



If you are seeking employment in a P-12 environment in Kentucky, you are welcome to draft a cover letter and/or resume that I can then forward to the Directors of Special Education statewide. This is a bridge to finding out where jobs are available for the coming school year, both on a full-time and substitute basis. Once I receive your information, it will be sent on to all districts in the state and they will be asked to contact you directly. Also, when I am sent requests for interpreters, I forward those to the interpreter listserv.

Send your cover letters, resumes and/or requests to be added to the listserv to robyn.hobson@education.ky.gov

For previous issues of the newsletter, see [KDE P-12 Educational Interpreters](#)
Questions or feedback on the newsletter? Contact Robyn Hobson, (502) 564-4970
robyn.hobson@education.ky.gov



ANSWERS:

Fall is my favorite time of the year.

My favorite color is Purple.

Did you attend the ECU Summer Institute this year?

I am looking forward to interpreting this school year!